

## Year 2 E.S.L. Assessment (using ESL Scales\*)

\* refer to **ESL Scales levels** to give you the full range of the indicators in the areas of Communication, Language and Cultural Understanding, Language Structures and Features and Strategies.

For Grade 2 children to be achieving **sound** Stage 1 outcomes in the English syllabus, they need to be achieving **Level 4** outcomes in Oral Interaction and **Level 3** outcomes in Reading/ Responding and Writing.

### Assessment Pointers:

#### Oral (Level 4)

- Respond to teacher questions on familiar topics or themes, using phrases or sentences.
- Extract basic information from an oral announcement (e.g. in assembly)
- Contribute information and express ideas in group tasks and classroom discussions.
- Recall and retell simply what has been learnt from spoken or written classroom texts.
- Retell a familiar simple story (fairy tales, legends, Aboriginal Dreaming stories).
- Recount news or relate a series of events in a time sequence, giving details involving where, when, who, and what.
- Give simple reasons for opinions and share ideas about familiar topics in small-group situations.
- Give a short sequence of instructions related to classroom procedures, games or learning tasks ('First you..., then you...').
- Give a short prepared talk on a familiar topic (a simple recount of a holiday activity).
- Sequence information logically for the listener.
- Respond appropriately in different classroom activities (participate in discussion, brainstorming, formal instruction, listening to a talk).
- Give some relevant detail when recounting stories or events, giving instructions, expressing opinions, contributing information.
- Assess the grammatical correctness of own utterances (by attempting self-correction).
- Show awareness of the need to make meaning explicit (in information gap activity).
- Combine and manipulate learned speech patterns to make correct and incorrect grammatical utterances ('I don't know where it is, I don't know where it is...').
- Use all-purpose formulaic question tags ('OK?', 'Isn't it?').
- Answer simple open-ended questions (how and why questions).
- Use adverbial phrases of time and place ('in the bag', 'on the desk', 'in the holidays').
- Use subject, object and possessive pronouns with some consistency (I, me, mine, my).
- Consistently use some common irregular past tenses (went, saw, came).
- Use compound sentences ('We went on an excursion and it rained so we came back to school').
- Employ a small range of vocabulary to convey shades of meaning (good, fine, terrific, wonderful, excellent).
- Use subject specific vocabulary necessary for a familiar topic or theme (mathematical terms).
- Use appropriate sequence markers (first, next, then).
- Speak using comprehensible pronunciation, stress and intonation.
- Use language acquired from new sources or experiences (excursions, performances, conversations, English-speaking peers).
- Reformulate language to convey meaning more clearly ('...and my mum say don't ... and my mum was angry to me...').

## Reading (Level 3)

- Read and retell ideas and events from well-known texts on a familiar topic or experience.
- Compare and contrast, in simple ways, characters or events from different stories.
- Recognise a number of different forms of text through subject matter, layout of print, illustrations and titles.
- Sequence sentences from known texts or a text on a familiar topic or experience.
- Show an understanding of simple word order (reorder words from a jumbled sentence).
- Follow simple time and logical relationships between events and ideas expressed by common connective devices such as after, then, finally, because and but.
- Identify the main idea in a text.
- Identify dialogue and speech in a narrative.
- Recognise that texts have a structure.
- Use visual cues such as diagrams, graphs, or pictures to aid comprehension.
- Apply knowledge of grammatical forms such as tenses and negation to interpret meaning of written texts (successfully complete cloze exercises).

## Writing (Level 3)

- Write simple creative and informational texts in response to classroom demands.
- Plan the format of a text according to its intended communicative purpose.
- Use organisational framework in writing familiar text types.
- Write coherent sentences using some dependent clauses.
- Use simple time sequence markers when describing a process or event (first, next, at last).
- Use a number of common conjunctions to link ideas between sentences.
- Use direct speech in narrative or dialogue with some appropriate punctuation.
- Use pronoun references with some noun/pronoun agreement appropriate for describing people and things.
- Use simple phrases to express basic comparisons (the same as, bigger than).
- Write predominantly in present and simple past tenses.
- Over-generalise regular past tense rule (drinked, buyed).
- Use some specialised words in appropriate context.
- Select suitable descriptive words to enhance effectiveness of writing.
- Use knowledge of sentence patterns to form new sentences.
- Can revise writing after re-reading or conferencing.